



ASSESSING PHONOLOGICAL DIFFERENCES BETWEEN STANDARD AND LIBYAN ARABIC

Sanjay Kumar Jha

Director and Professor (Amity School of Liberal Arts), Amity University Gurgaon, Haryana, India.

ABSTRACT

The aim of this study is to explore phonological differences found in Standard and Libyan Arabic. Based on the differences, the study develops a conceptual hypothesis of phonological changes from Standard Arabic to Libyan Arabic. Participant observation was used as the source of data collection; whereas, narrative analysis was used as the method of data analysis.

INTRODUCTION:

Traditionally, the linguistic science has been classified into four branches as follows. In the present research, the focus is on phonology. More precisely, the present research goes into the depth of finding phonological inflections of different word classes in Arabic syntax. The syntax chosen for the research in the form of corpus is empirical in its nature.

- Phonology (?al Sautiy@t): It discusses speech sounds.
- Morphology (atta9rif): It discusses the form of the words.
- Syntax (annaHu): It discusses the formation of sentence.
- Semantics (alma9ani): It discusses the meaning of any linguistic units.

Arabic language is a Semitic language with many varieties that diverge widely from one another — both from country to country and within a single country. Most western scholars distinguish two common varieties: the Classical Arabic of the Qur'an and early Islamic (7th to 9th centuries) literature, and Modern Standard Arabic (MSA), the standard language in use today. Classical Arabic is often believed to be the parent language of all the spoken varieties of Arabic. Modern Standard Arabic (MSA) is the literary standard across the Middle East and North Africa, and one of the official six languages of the United Nations. Most printed matter—including most books, newspapers, magazines, official documents, and reading primers for small children—is written in MSA. The sociolinguistic situation of Arabic in modern times provides a prime example of the linguistic phenomenon of diglossia — the use of two distinct varieties of the same language, usually in different social contexts. To be more precise, native speakers learn and

use two substantially different language forms in different aspects of their lives. In the case of Arabic, the regionally prevalent variety is learned as a speaker's mother tongue and is used for nearly all everyday speaking situations throughout life, including most films and plays, and (rarely) in some literature. A second, quite different variety, Standard Arabic, is learned in school and is used for most printed material, TV news reporting and interviews, sermons and other formal situations. Educated Arabic-speakers are usually able to communicate in MSA in formal situations. This diglossic situation facilitates code-switching in which a speaker switches back and forth between the two varieties of the language, sometimes even within the same sentence. In instances in which highly educated Arabic-speakers of different nationalities engage in conversation but find their dialects mutually unintelligible. The extent to which the local vernacular tends to interplay with the Standard variety in formal situations varies from country to country. But the present research in terms of its usage is more oriented towards Modern Standard Arabic.

RESEARCH OBJECTIVE:

The objective of the research is to explore phonological differences between Standard and Libya Arabic. To be more precise, the research is a contrastive analysis of phonological difference found in Standard and Libyan Arabic.

FINDINGS AND DISCUSSION:

To see the phonological differences, the study collected a sample of the following syntactic data from Standard and Libyan Arabic. After making the corpus of syntactic data, a contrastive analysis was used to see the exact phonological differences between Standard and Libyan Arabic words. The following table gives a list of common expressions, which are used differently as a stylistic choice.

English	Standard arabic	Libyan arabic
1. I have a fever.	/ʔan@ muSAb bil Huma/	/9endi Himma/
2. I have two brothers.	/ʔan@ ladaiy@ ʔXaw@n/	/9endi xwaiyn /
3. I have a pen.	/ladaiya qalam Hebrun/ /intesAr ladaiyh@ saiyArtun/	/9endi benIn@/
4. Intesar has a car.	/Yejib 9laiy@ muqAbalatuh/	/9endh@ saiyAr@/
5. I have to meet him.	/Yejib 9laiyh@ ʔinh@ hadh@ ʔal mashrU9 biHilUl ʔalʔ s@dis min hAnibAl/	/l@zim enshUfAh/
6. She has to finish this project by 6th July.	kan@ Yejib 9laiy@ ʔalʔ dhh@b ʔila ʔal manzil	/l@zim tinhi ʔil mashru9 fi sitA hAnibAl/
7. I had to go home.	qabl@ wusUII ʔila ʔal maHaTA, kan@ ʔal qiTar mugAdiran	/ʔil mafrudh mishIt lilHUsh/
8. Before I reached the station, the train had left.	/min ʔal momkin I9adat taSIh ʔalʔ TarIq/ 9alaiyk@ ʔan tʔati gadan	/gabel wasItI lil maHaT@ ʔil qiTar 9ad@/
9. Road can be repaired.	kan@ bi ʔimkanihI mus@9adatI	ʔiTarl9 momkin tiSalaH min jedId lazim etjI bukrA
10. You should come tomorrow	ʔan@ saʔantaDIrihu Hat@ ya9Ud	k@n yagdar es@9idnI
11. He could have helped me	hua yastaTI@9 inj@z h@dh@ ʔal 9amal	ʔinrAjI lIn ʔijI
12. I will wait until he returns	ʔan@ Talabtu minhu ʔan yahDur ʔil Hafel	yagdar idIr ʔil shegel

English	Standard arabic	Libyan arabic
13. He can do this work	laqad ra?aytuhu qadim	kalamtah ijl lil HafI@
14. I requested him to attend the party.	qabaDtu 9alayhi yasruq	hagitah j@y
15. I saw him coming.	nistrIn da?Iman tasxr bil ?AxArIn	mesakt@ yesrig
16. I caught him stealing.	hua ?a9@d@ nafs ?al xaTA? Bel` rugum min ?i9adat ?al'taHDIr	nistrIn dIm@ etahaz@ 9allixrIn
17. Nisreen keeps on making fun of others.	intesAr l@ taqra? faqaT bal ?ayDan tafham	9awad nafs ?il xaTa? ma9@ ?inh HaDarn@h min gabil
18. In spite of repeated warnings, he made the same mistake	Intisar laiyS@t jamil@h faqaT bal ?ayDan dhaky@	intesar mish bas tagra ?w ?ixrA tafham
19. Intisar not only reads but also understands.	l@f?id@ min / ?almUH@wal@/ ?al ?i9tidh@r ?al?@n	intesAr mish sImHa bas wa ?ixr@ shATr@
20. Intisar is not only beautiful but also intelligent	yabdU wa k?anahU ?al rajul ?al' ?aTwal fi ?algurf@	ma fish faiyda min ?almUHawal@ \ ?al?i9tidh@r ?al?@n
21. It's no use /trying/regretting now	bad@ wa k?anam@ kan@ mut9aban	baiyn 9allh ?atw@l rajil fi ?iddar
22. He looks as if he is the tallest man in the room	badat wa k?anah@ k@nat taHmel ?axbAr say?a	bayn 9Ilh kan ta9ban
23. He seemed as if he was tired	sha9rtu k?anm@ kuntu mustalqyan fi ?al shams lis@9@t	baiyn 9aleh@ tibi itgUl Haj@ shina
24. She looked as if she `d had some bad news	HadqU ?elayA wa k?anI kuntu majnunan	HassIt ka@ni kint fi ?il` shams wajid
25. I felt as though I `d been lying in the sun for hours	?inahu gany ?il@ Had ?anahu yastaTi9 shera? sayar@tun jadidah	baHaTu fiya ka?@ni makIUb
26. They started at me as if I was crazy	?inah@ jAMILatun jidan lid@rajaT ?an ?ay fust@n y@llqu bih@	huA ghany lid@rajit yagdar yishrI saiyarA jaded@
27. He is so rich that he can buy anew car	da9Un@ nadhhab ?il@ ?al' taSwIr	heya semh@ lid@rajit ?inha ?ay gifTAN ?ijy semeh 9allh@
28. She is so beautiful that any dress will suit her	min ?al mumkin ?ank qar?at hadh@ ?alkitab	haiya numshu ?inSawrU
29. Lets us go to picture	kan@ yajeb 9alayhi qawl ?al HaqiqA	mumkin ?itkUn grit lkt@b hadhA
30. You may have read this book	yudaris bi jedy@ li d@ragat ?anahu sayanjah fi ?al imtihan	kan lazim ?IgUl ?ilHag
31. He should have spoke the truth	?sre9 biHaiythu yumkenuk@ ?allaHaq bilqitAr	yagrA ?ikw@ys lid@rajet HyanjaH fil ?imtIhan
32. He works hard so that he may pass the exam	?i9t@d ?an ya9Ish fi dilhI	s@rI9 9ashan tIHeg ?ilqitAr
33. Start at once so that you may catch the train	?idh@ gadam@ ?al?@n s@natamakan min ?all@Haq bil qitAr	ta9awad I9Ish ibser9@ fi dilhI
34. He used to live in Delhi	malm ta9ml bi jed lun tast@TI9 ?al najaH	kan 9adIn@ taw@ nagduru nalHugu ?ilqitAr
35. If we leave now we will catch the train	bil rugm min ?anahu gany ?il@ ?anahu l@yazal baxIlan	?Idh@ mashtagaltish ?ikw@ys mush h@t@gdar tanjaH
36. Unless you work hard you can `t be successful	mahm@ nasIt@nI s@?at@dhakaruk@ bi nubllk@	M9@ ?Ina ghani lakIn mazal baxIl
37. Though he is rich yet he is miser	m@ dam@ ?alf@qir shadId fi yadIn waHId@ fahunak@ ?al xayr ?alk@thIr fi ?allUxr@	mahm@ ?insItInI h@nidhakIrak li?anak ?ikw@ys
38. Even if you forget me I will remember you for good	?us@9iduhu madam@ U9anI min ?alfaqIr	madam ilf@gir fi yad wihda rah talg@ ilxyr fi yad illixr@
39. While on the one hand here is extreme poverty there is vast wealth on the other	hadh@ nafs ?alshy ?al@dhI ?ishtar@ytuhu ?ams	?ins@9d@ madam ?I9anI min ?ilfagir
40. He opposes the poor whereas I help them	hadh@ w@ lam Us@9IdunI ?asdiq@? l@n ?uxATib ?al?a9d@?	hadhA nafs ?ilsh@hI ?ili shiritah ?ams
41. This is the same tea that I bought yesterday	hadh@ ?almaHal lan@	hat@ lw kan m@s@9adunish ?asHABi m@nkalimsh 9idwAnI
42. Not to speake of enemies even friends did not help me	hadh@ ?almuTreb yugani j@aiyd	?elmaHal hAdhA lin@ ?ilmuTreb hadhA yegani ?ikwaiys
43. This store is ours		
44. This singer is singing very well		

CONTRASTIVE ANALYSIS:

- We use tanwin for concrete nouns but not for abstract nouns. For example, we can say /hebarun/ but not hummun rather humma as in sentence 1 and 3 respectively.
- In standard Arabic we use /q/ sound as in /qAf/ but in Libyan sometimes we use /g/ sound as in /qAf/ as number 8,9,16,19,30,31,33,35,39 and 40.
- In standard Arabic we use /ʔal/ for /the/ but in Libyan we use /il/ as in sentences 6,8, 14,18,25,31,32,40
- In standard Arabic we change the sound \u\ as the word \hunna\ to \a\ in libyan as \hanna\
- In standard Arabic we change sometimes the sound \u\ as the word\ kuntu\ to the sound \i\ in Libyan as the word\ kinit\
- In standard Arabic we change the sound \a\ to \i\ as the words \ʔ@ss@9@h\& \ʔiss@9@h\
- In standard Arabic we change the sound \ʔ\ to the sound \y\ as the words \daqaʔiq\&\deg@yig\
- In standard Arabic we change the sound \t\ at the end of word to sound \t\ at the end of the word to sound \h\ in Libyan Arabic e.g \ʔ@m@n@tun\ \ʔ@manAh\
- Sometimes in standard arabic we change the sound /a/ to /i/ as in sentences 43
- Sometimes in standard arabic we change the sound /u/ to /e/ as in sentences 44.

Based on the contrastive analysis made above, the study concludes the following six hypotheses of phonological changes in “>” stands for “changes into”.

- (1) /u/>/a/ as in huna(here)>hana
Haluk(how are you)>halak
- (2) /u/>/i/ as in humaa(them)>himma
Rajul(man)>rajil
Kuntu(was) kinit
9afawtu (for giving) 9afit
- (3) /a/>/i/ as in al>il
ʔassa9A(the watch)>ʔissa9A
ʔashams(the sun)>ʔishams
ʔassaiyara (the car)>ʔissaiyara
ʔalhararah(the fever)>ʔilhararah
ʔalmah@TA(the station)>ʔilmah@TA
ʔalmadlnah(the city) ʔilmadlna
- (4) /t/>/h/ as in SiyAsatun (politics)>siyAsah
ʔmAnatun (asset)>ʔmanah
ʔhamiyatun (importance)>ʔhamiyah
Altaghthiyatun (feed)>iltaghthiyah
xuTwatun (step)>xuTwah
nihayatun (end)>nehayah
- (5) /ʔ/>/y/ as in miʔa (hundred)>miya
daqaʔiq(minutes)>digayig
laʔih@(list)>layh@
jaʔizah(prize)>jayzah
reʔah(lung)>reyah
- (6) /q/>/g/ as in qabil(accepter)>gabil
Daqaʔiq(minutes)>digayig
Waqif(stand-up)>wagif
q@l(said)>g@l
qahw@(cafe)>gahw@